

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust*

## INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO SECTION 162A  
OF THE EDUCATION ACT 2002**

<b>Name of school:</b>	Moordale Academy
<b>DCSF number:</b>	806/6001
<b>FOCUS number:</b>	213
<b>Inspection team:</b>	Reporting Inspector: Mrs Eileen McAndrew  Supporting Inspectors: Dr Martin Bradley Mr Peter Jones  Lay Inspector: Mr David Kilbey
<b>Dates of inspection:</b>	8 to 11 March 2010

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## SCHOOL DETAILS

Name of the school: Moordale Academy

Address of the school: Southerby Road  
East Middlesbrough Industrial Estate  
Middlesbrough  
Cleveland TS3 8BS

Telephone number: 01642 224960

Fax number: 01642 249926

Email address: Brian.Saltmarsh@focus-school.com

Proprietor: Northumbrian Education Trust

Name of Chief Executive Officer: Mr Ian Cowie

Name of Senior Teacher: Dr Leslie Fox

DCSF number: 806/6001

FOCUS number: 213

Type of school: Independent school affiliated to the Focus Learning Trust

Age range of pupils and students: 7 to 18

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 36 Girls: 30

Number of post-16 students: Boys: 6 Girls: 2

Number of pupils with statements of special educational need: None

Annual fees: No fees charged

Type of inspection: Section 162A of the Education Act 2002

Inspection Team: Reporting Inspector: Mrs Eileen McAndrew  
Supporting Inspectors: Dr Martin Bradley  
Mr Peter Jones  
Lay Inspector: Mr David Kilbey

Dates of inspection: 8 to 11 March 2010

## **PART A: INTRODUCTION AND SUMMARY**

### **Purpose and scope of the inspection:**

This inspection was carried out by the School Inspection Service in accordance with Section 162(A) (1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust and agreed with the Department for Children, Schools and Families (DCSF). It was conducted by independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector, who looked at agreed aspects of the school's management and ethos and reported on these to the Focus Learning Trust. His findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

### **Information about the school:**

Moordale Academy is an independent co-educational day school for pupils aged seven to eighteen years of age who are the children of Brethren families. The school is situated in the North Ormesby area of Middlesbrough. The school draws pupils from a wide area, from Newcastle-upon-Tyne in the north to Harrogate and Leeds in the south. The secondary school was established in 2004 and fully registered with the DCSF in November 2006 as a school of special religious character, having a Christian ethos. The primary school was established in 2007. Admission is non-selective. There are currently 66 pupils on roll of whom 32 are in the primary classes. No pupil has a statement of special educational need. At the time of the inspection the senior teacher of the primary section was on maternity leave.

The school aims to *'encourage students to participate actively and generously in the process of learning and to realise that learning is a lifelong process'*.

### **Summary of main findings:**

The good education provided by Moordale Academy ensures it works consistently towards achieving its aim. Biblical beliefs and values are at the heart of the school's purpose and underpin its provision. The good quality curriculum provides worthwhile learning opportunities that meet the needs of pupils. Teaching across the school is predominantly good and occasionally outstanding. As a consequence, the pupils make good progress. They become increasingly effective learners with a growing sense of their capacity to succeed. They show a high level of motivation, are able to concentrate well and show enjoyment and enthusiasm in their work. The moral and social development of pupils is outstanding and the spiritual and cultural development of pupils is good. Pupils' behaviour is exemplary. Provision for pupils' day-to-day welfare, health and safety is good. Supporting policies are almost always implemented effectively and action methodically recorded. All staff are subject to clearance with the Criminal Records Bureau, but the school has not been consistent in retaining evidence that all other required checks have been carried out. The comprehensive policy and procedures to safeguard pupils are in place, but staff training in child protection is out of date. Pupils of all ages enjoy coming to school, and parents are wholeheartedly supportive of the school and the education and care it gives to their children.

The school was last inspected in May 2007.

**What the school does well:**

- it provides a good education, ensuring an effective range of learning activities;
- it provides consistently good teaching throughout the school; and
- it encourages and promotes pupils' outstanding behaviour.

**What the school must do to comply with the regulations:**

- ensure that all staff receive updated Child Protection training; and
- carry out all required checks, retain evidence of having done so and take this information into account prior to confirming the appointment of all staff.

**The school meets the requirements of the Disability Discrimination Act (DDA) 2002.****Next steps**

Whilst not required by the regulations, the school might wish to consider the following points for development:

- ensuring that design and technology and physical education are given appropriate priority and time in the curriculum and in the examination structure;
- devising strategies towards wider reading in order that pupils acquire an increasingly extensive vocabulary and more complex grammatical structures in speech and writing.

## **PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **The quality of education provided by the school**

#### **The quality of the curriculum**

The school provides a good curriculum with content appropriate to the ages and aptitudes of the pupils. The range and depth of the curriculum generally suits the learning needs of the pupils and prepares them effectively for adult life.

The Key Stage 2 curriculum is suitably broad and balanced and follows the National Curriculum with the addition of French, personal, social and health education (PSHE) and citizenship for the older pupils. The Focus Learning Trust (FLT) English curriculum is effectively adapted to meet the needs of pupils. It is enhanced by some outstanding teaching of literacy. Pupils have good opportunities to learn how to write for different purposes across the curriculum. The mathematics curriculum meets the requirements, but would benefit from a greater emphasis on the understanding of mathematical processes in addition to computation. This would increase pupils' understanding of the uses and application of mathematics in everyday life. In science there is too much reliance on worksheets, which limit opportunities for individual pupils to show precisely what they know and understand.

The Key Stage 3 curriculum continues to follow the National Curriculum with a good range of provision including Bible Studies. Teachers provide weekly and daily planning, which varies in detail but is always sufficient to support pupils' progress. The curriculum ensures pupils in Years 7 to 9 have good linguistic, mathematical and scientific experience. Provision for design and technology (DT) is very good and provides lively and well judged activities in product design in resistant material and textiles. Pupils have opportunities for learning skills in information and communication technology (ICT), but not enough is done to extend these beyond keyboard and typing so as to include more programmes and applications commonly used in business and industry.

The human and social aspects of the curriculum are well catered for through courses in history, geography, PSHE and citizenship. Music and art give aesthetic and creative experience, with good opportunities in music for whole-class work in singing and ensemble playing, making good use of a range of musical instruments. Art gives suitable experience of two-dimensional work, but is taught in accommodation with very limited natural light, restricting the potential for achievement in the subject.

The curriculum enables the pupils to acquire skills in speaking and listening. They gain suitable experience of literacy, although as they move through the school their use of an increasingly rich vocabulary and more complex grammatical structures is more limited than it should be for pupils of their age and ability. The pupils have good progressive experience of numeracy.

The Key Stage 4 curriculum retains a good core of key subjects taken by all, with a small programme of optional subjects. Given the high quality of DT provision, its success as an examination subject and its relevance to the aims and objectives of the school, careful consideration should be given to the implications of any reduction in DT provision at GCSE. The school makes suitable provision for careers education, appropriately guiding older pupils in their decisions about their future career path.

Examination results in Key Stage 4 are good, although the very small number of pupils in each year group makes comparisons over time difficult. In several cases pupils are allowed to take examinations a year early or later than usual. This has proved effective in enabling them to achieve at satisfactory and good levels.

The post-16 curriculum meets some but not all of the learning needs of pupils, but they do not currently study a broad range of subjects. Some breadth of curriculum is maintained, as all sixth-form students follow the non-examination courses in PSHE, current affairs, general studies, keyboard skills, physical education (PE) and Bible Studies. The need to prepare pupils for the workplace is catered for through courses leading to Advanced Subsidiary (AS) and Advanced Level in mathematics, business studies and accounts, and to GCSE in law. A useful practical course in building studies to City and Guilds level is available to boys. Nonetheless, the curriculum does not presently offer scope for pupils to develop more specialised learning in areas where they have previously been successful at GCSE, such as science, DT, the humanities, art and music. The post-16 examination results are generally good, albeit in the rather limited range of subjects. The current sixth-form curriculum means that the timetables of individual pupils are not always sufficiently challenging. They have too many free periods in relation to the number of taught courses they are taking, with the result that some pupils achieve less than they might. In consequence, the recently appointed senior teacher and the trustees rightly intend to review and re-invigorate the sixth-form curriculum.

The school makes provision for PE for all its pupils throughout the school, but this varies significantly in coverage and quality. Physical education in the primary section is taught on site and is of good quality. All provision in the secondary section is off site, making use of local leisure centre facilities. The programme for secondary girls is successfully supervised by a volunteer member of the community. It is well planned to ensure a good range of activities, and pupils' learning and progress are well monitored and recorded. The situation is different for boys because the school delegates PE teaching to instructors who are not in a position to give the school records of the planning and monitoring of boys' experience. The school is aware of this disparity and is acting to improve the co-ordination of provision. This year the allocation of time for PE has been reduced from four to two periods per week. Pupils regret this reduction and would like the previous time allocation to be restored.

The school makes suitable provision for pupils with special educational needs supported by appropriate individual education plans. The number of pupils with special educational needs has fallen since the time of the last inspection as the impact of school-based rather than home-based education has taken effect.

### **The quality of teaching and assessment**

The quality of teaching in both the primary and secondary sections is predominantly good and occasionally outstanding. All lessons seen were at least of satisfactory quality.

The teaching enables pupils to make good progress and to develop their knowledge and skills in the subjects taught. Teachers display good subject knowledge and make effective use of this to support planning. Lessons successfully provide challenges that add to pupils' understanding, improve the quality of their thinking and enable them to achieve well. In a Year 11 science lesson on sub-atomic particles, the pupils built on their existing knowledge to understand ionic bonding and gained much enjoyment and satisfaction from their good achievement. Similarly, in a French

lesson in the Year 3 and 4 class, pupils gave clear explanations of grammatical points, using their existing French vocabulary to justify their thinking. However, more generally, the ability to think critically and express complex ideas clearly is not sufficiently developed in later years. In addition, pupils' vocabulary sometimes lacks the range needed to support detailed explanations and higher levels of reasoning.

Pupils are encouraged to develop their intellectual, physical and creative capabilities, although some primary section pupils noted that their opportunities for physical activity were limited in lessons and during break times. The great majority of pupils show considerable interest in, and enthusiasm for, their work. They display high levels of motivation and almost invariably an eagerness to participate actively in lessons. Nonetheless, a very small minority have more passive responses to the good quality teaching. Lessons are consistently well planned, taking into account the pupils' prior attainment, and effective teaching methods are used. Teachers make clear to pupils in each lesson what they are expected to learn and to be able to do. They provide clear timescales for activities within lessons. This helps to maintain pupils' concentration, enabling them to focus their attention and to complete tasks effectively. At times, the use of worksheets inhibits planning for the full range of pupils' abilities and the assessment of individuals' achievement. A significant feature across the whole school is the generally good pace of work which supports pupils' rapid progress.

Support for pupils who have special educational needs is effective and well managed in both sections of the school. Pupils are regularly assessed and good support is given by both teaching and non-teaching staff. Regular reading assessments are used to identify pupils needing additional support in the primary section. In the secondary section, short-term support is also given to pupils not identified as having additional needs but likely to benefit from specific support.

Resources are generally adequate to support the teaching, although in some cases limited resources constrain pupils' learning; there were occasional shortages of dictionaries and other reference books of an appropriate level to support their work. The primary section makes particularly effective use of the interactive whiteboards. Similar provision for the secondary section would greatly enhance their resources.

Systems for assessment are good. Good quality detailed policies provide a framework to assess pupils' attainment against both the school's aims and national norms. In both sections of the school, marking is conscientious and generally good, although it is supportive and encouraging rather than consistently giving pupils clear guidance on the ways in which they could improve their work. The best examples offer models for wider dissemination. In DT, excellent marking provides specific comments and notes on how work can be improved. This enabled pupils to develop further rigorous research into product design, engage in independent thinking, use drawing skills and practise good annotation techniques.

Most teachers use assessment effectively to plan future work and to support individuals' progress and learning. The recently revised senior school assessment policy includes peer and self assessment of progress and the increased use of targets. This system has only recently been introduced and has yet to have a clear impact. Besides such targets, in some subjects, pupils are set National Curriculum target levels and show a good awareness of these. This supports their learning and progress because pupils are aware of what they need to do to achieve the next level. For some time the school has systematically tracked pupils' progress and this will be facilitated further by the introduction of an assessment programme by FLT. In the

primary section, targets have recently been set. These relate to work across subjects, such as neat presentation, as well as to subject specific targets, such as knowing multiplication tables. These are constructive, as the pupils understand them and can see when they are making progress.

The school provides parents with two reports a year on pupils' progress. The interim reports provide a brief overview, and the long reports give detailed comments on progress in each subject as well as on personal and social development. The secondary section reports have a useful space for pupils' comments. In the primary section the long report usefully indicates progress against National Curriculum levels.

***Does the school meet the requirements for registration?***

Yes.

**The spiritual, moral, social and cultural development of pupils**

Pupils' moral and social development is outstanding and their spiritual and cultural development is good. The trustees' commitment to ensuring an education guided by the precepts of the Bible supports the members of the community responsible for Bible studies teaching for the secondary age pupils. The spiritual dimension of pupils' lives is integral to their sense of who they are and to their membership of the Brethren community. This fundamental aspect of personal development is effectively fostered through Bible study, aspects of the curriculum and the ethos of the school.

Pupils understand the difference between right and wrong. Good work in citizenship and PSHE makes a significant contribution to pupils' growing awareness of moral and ethical issues in everyday life. Pupils' behaviour is outstanding in class and around the school. From the primary years they have an increasing understanding that their conduct affects others and has direct consequences for themselves. The merit system acts as an encouragement to effort as they are able to accrue merits and awards for their academic and social achievements. National competitions like the UK Maths Challenge encourage older pupils to extend their experience and exercise their skills by tackling demanding tasks in a time-limited situation. Their first efforts were highly successful, and later this year pupils from Years 7 and 8 will attempt the Junior Maths Challenge.

The ethos of the school contributes to an environment where trust and mutual respect are consistently fostered. The relationships between pupils and teachers are good, so pupils respond with a willingness to work, trying hard at the tasks they are set. Pupils entering the school in Year 7 are helped to settle by being given a mentor from the sixth form to support them. The staff make clear what is expected of them, support and encourage them so that pupils have a growing confidence in their capabilities, make good progress and enjoy school. Pupils are able to cooperate and collaborate well, contributing to each other's learning through their active participation in lessons. Pupils in Year 7 recalled how much they enjoyed taking a lead responsibility for work on castles in history, where they helped to ensure that work was completed successfully and on time for presentation to the class. All pupils have some opportunities for taking responsibility for tasks in class or around the school, and some have had greater responsibility through the house system. The fortnightly high quality newsletter gives pupils a valuable opportunity to write articles and reports chronicling and celebrating the life and work of the school.

The curriculum supports social development very successfully, as for example through high quality work in DT where pupils in Year 9 undertook the design and



making of *Story Sacks* for young children. They used their growing capabilities in the choice of media, processes and skills to produce products of beauty and usefulness. Similarly, older pupils are able to use their organisational and social skills to great effect, as for example in their recent highly effective whole-school fund-raising activity for the people affected by the earthquake in Haiti.

The curriculum effectively develops and extends pupils' cultural development. Work in the aesthetic and creative curriculum helps pupils to appreciate aspects of music and art which extend their experience of European and other cultures. From Year 7 onwards pupils learn that human geography includes studying the nature and quality of human settlement, everyday life and work in a global context. This helps to engender an understanding and respect for cultural difference. In English, pupils are effectively introduced to notions of equality, segregation and racism through their study of literature. Work in history gives the opportunity to study the racial hatred of the Holocaust and the contrast of the great achievements of those who worked to improve the lives of others.

Pupils' basic skills are well developed, and, alongside their good social skills, contribute strongly to their future economic well being. The focus of PSHE on the learning skills of self organisation and the management of money enables pupils to become more aware of their future role and responsibility as they reach young adulthood. Work in the sixth form currently focuses closely on the business-related subjects pupils will need for their entry into the world of work.

Pupils' understanding of British institutions is good. Well planned work in citizenship gives them increasing knowledge and understanding of how local and national government functions and how major institutions, such as the judiciary, underpin individual freedom and the liberty. They explore complex issues such as rights and responsibilities, diversity and emigration, learning to think beyond the superficial and to consider ethical questions from different points of view. They consider serious questions about the world they live in and learn effective ways into thinking about them in a mature and well informed way. The visit by the older pupils to the Teesside Crown court gave them the unusual opportunity of discussing his work with a judge. They clearly found the visit exhilarating and wrote about it in the *Newsletter* with great animation and appreciation. In the same way, the visit to the Houses of Parliament gave pupils valuable insights into how democracy works and brought into clearer focus their own role as citizens.

***Does the school meet the requirements for registration?***

Yes.

**The welfare, health and safety of pupils**

The welfare, health and safety of the pupils are well safeguarded. Provision for the pupils' welfare, health and safety is good overall and supported by appropriate policies and procedures. The trustees and staff successfully create a highly supportive ethos within which pupils feel valued and safe. The child protection policy and procedures are in place, but updated training for the designated person and some staff is overdue. The school is seeking to address this matter imminently.

The Fire Officer has recently carried out an inspection of the site, and the recommendations following that visit are being carried out imminently. Fire safety precautions and procedures are well established, and fire-fighting equipment is checked and maintained annually by a specialist company. The school has a current

fire risk assessment and routine checks on alarms are meticulously undertaken and recorded. The school has a written policy for First Aid and this is supported by a fully trained first-aider. Other appointed persons on the staff are to undertake updating training. The FLT policy and procedures on school visits is assiduously implemented. Pupils are well supervised at all times.

Pastoral care ensures that pupils feel safe and are confident that they have adults to whom they can go if they have a concern. The behaviour policy fosters civil and courteous conduct supporting pupils towards autonomy and responsibility. The reward system encourages pupils to try hard at their work and the recognition of achievement through awards reinforces the notion that actions have consequences. The school's anti-bullying policy is actively supported by work in PSHE, helping pupils to understand the issues and consequences of bullying. In discussion with inspectors, pupils said bullying is rare and they are confident that any incidence of bullying would be dealt with swiftly by the staff.

Pupils are encouraged to live healthy life styles and regularly study how this is to be achieved through work in science, food and nutrition and PSHE. They understand the need for healthy eating and regular exercise, and are aware of the dangers from smoking and the abuse of drugs and alcohol.

***Does the school meet the requirements for registration?***

*No.*

***What does the school need to do in order to fully meet the requirements?***

*In order to comply with the Independent Schools' Standards Regulations 2003 the school should:*

- *ensure that the designated child protection officer and all staff receive updated training as required to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF guidance, Safeguarding Children and Safer Recruitment in Education (2007) (Paragraph 3(2)(b)).*

**Suitability of the proprietor and staff**

All staff and volunteers have been subject to a satisfactory check through the Criminal Records Bureau. The school meets most of the requirements but does not retain evidence that all other required checks have been made prior to the appointment of all staff. The Single Central Register meets the requirements.

***Does the school meet the requirements for registration?***

*The school meets all but one of the requirements.*

***What does the school need to do in order to fully meet the requirements?***

*In order to comply with the Independent schools' Standards Regulations 2003 the school should:*

- *for all appointments from 1 September 2003, prior to the confirmation of the appointment of all staff (including volunteers), carry out checks and keep evidence to confirm identity, medical fitness, employment history, character references, and, where appropriate, qualifications and professional references. For appointments from 1 May 2007, carry out an additional check to confirm the right to work in the United Kingdom (Paragraph 4(2)(a)).*

## **Suitability of the premises and accommodation**

The accommodation in former business premises is suitable for its purpose but is of variable quality. The primary section is bright and spacious throughout, but the secondary accommodation, while having some bright and inviting rooms, also has some rooms which are small and some which lack enough natural light.

The school site, although compact, provides enough space for pupils to play outside. The addition of an astro-turf playing surface over most of the playground has helped to provide a safer and more suitable play area, although its use at break and lunchtimes is often dominated by football, with the consequence that space for other pupils is limited. A large hall is currently under used. It is equipped for PE but is used mainly for extra-curricular play.

The specialist room for DT is compact and well equipped. The specialist room for science is small and is not an easy space in which to teach the subject. The art room is small, poorly lit and does not lend itself to teaching and learning in the subject. Some of the rooms used for subject teaching, for example, the French and the mathematics rooms, though adequate are small and this restricts practical activities and displays. The school lacks a dedicated library, with the result that there is no allocated space for pupils to research from reference books or to browse and access books for general reading.

The school is kept clean and tidy, but is in varying states of decorative order, with some areas in good condition but others, including external areas, in need of some attention. Some of the concrete around the playground and adjacent areas is broken and presents a potential hazard. Around the outside of the senior section building a number of downspouts do not drain properly, resulting in shallow pools of water in areas which pupils use to move around the school. The school is aware of this problem and has made a firm commitment to putting this right before the beginning of the summer term.

### ***Does the school meet the requirements for registration?***

Yes.

## **The quality of information for parents**

The school provides a good range of information for parents. The handbook includes useful information on the ethos and expectations of the school and on the curriculum and the everyday routines of school life. The handbook helpfully lists the range of policies which support the school's provision. Several of these policies are set out in some detail and the school makes copies of the individual policies available on request. The fortnightly newsletter is a good quality communication which sets out school events, celebrates achievement, records pupils' personal experiences of visits and holidays and keeps parents apprised of future events in the school calendar.

Parents who responded to the questionnaire were overwhelmingly positive and believe the school works hard for their children. Parents' meetings and detailed annual written reports help parents to be kept well informed about their children's progress.

### ***Does the school meet the requirements for registration?***

Yes.

**The effectiveness of the school's complaints procedure**

The school's policy and procedures for handling complaints meet the requirements in full. There was one complaint in the last year.

***Does the school meet the requirements for registration?***

Yes.

## **PART C: ORGANISATION AND MANAGEMENT**

*This section is not a requirement of the Education Act 2002. The business organisation and management of the school were inspected by the Lay Inspector, who has written this section of the report.*

### **The quality of the organisation and management of the school**

Northumbria Education Trust has seven trustees on its Board drawn from Middlesbrough and Newcastle. Together with a Chief Executive Officer (CEO) and primary manager they are responsible for Moordale Academy. The trust is forward-looking, seeking to develop the school to give the pupils the good education they deserve. Accounts are prepared quarterly as required for the Focus Learning Trust, and it might be advantageous if these could be disseminated to all trustees to keep them informed.

The Management Plan details the responsibilities carried out by each trustee with their assistants, and shows all necessary aspects are covered with perhaps the exception that no-one is specified to look after pastoral care. The management structure is unusual in that the trustees are shown as responsible to the CEO, who is not a trustee, but in practice the arrangement is working very effectively. Meetings are held regularly at least once a term, minuted well, and specify who is responsible for action, although a time scale is not always given. Both the CEO and primary manager attend these trust meetings, and because the latter carries a line of responsibility separated from the trustees there is some duplication of duties, notably in relation to health and safety. The present CEO took over about eighteen months ago and works in close liaison with the former CEO, who has extensive experience, having held the position for a number of years.

A management team for the secondary school comprising the senior teacher, CEO and former CEO, meets formally once a fortnight. The primary management team of the primary manager and the entire primary school staff meet weekly, if briefly. These meetings are minuted and information passed to others concerned. These management meetings serve to promote good, positive working relationships with all staff.

The school is fortunate in having a full-time office manager who is well informed, methodical and was of considerable help in locating documents required during the inspection.

The play area has been surfaced with 'as good as grass' and provides a congenial area for both primary and secondary pupils to let off energy during breaks. This green area also greatly improves the appearance of the area at the rear of the school.

The present head teacher has been with the school since September 2009. The trustees are giving him their full support and co-operation. The lack of communication between school and home has been a source of comment in the past. The school is concerned about this and is taking steps to ensure good channels of communication are provided to keep parents informed. Greater use of the pupils' diaries as a swift means of communication has been suggested and could be promoted further. The prospectus and handbook provide a wealth of information which is under used by parents.

***Could the organisation and management of the school be improved?***

Yes.

The trustees might like to take into consideration the following suggestions as to where specific improvements could be made:

- by distributing quarterly accounts to all trustees;
- by appointing a trustee with responsibility for pastoral care;
- by considering the advantages of having the CEO and primary managers as trustees; and
- by suggesting a time scale for the completion or review of matters that arise in trust meetings.

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Siskin House, Siskin Drive, Coventry, or from the School Inspection Service website: [www.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk)**